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**Digital Natives Annotated Bibliography**

1. **Ferriter, W.M. (2010). Cell phones as teaching tools. *Educational Leadership*, *68*(2), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Cell Phones as Teaching Tools” is an article that promotes the use of cell phones in the classroom. The author claims that, instead of perceiving it as a disruption to the classroom and constantly fighting the battle of student cell phone use during instructional periods, teachers should find ways to utilize it as a tool for learning. This article will be useful to my research because it suggests ways that cell phones can be used as an academic tool. For example, the use of cell phones is a convenient way to replace school supplies and save schools and parents money. This information can be included in the section of my presentation devoted to tips for teachers to engage digital learners.

1. **Prensky, M. (2005). Listen to the natives. *Educational Leadership*, *63*(4), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Listen to the Natives” discusses characteristics that good teachers of digital natives should have, including empathy and the ability to guide. It suggests that a key factor in reaching and teaching digital natives is by putting engagement before content, and finding ways to incorporate information and knowledge that kids obtain in their digital lives beyond the classroom with what is being taught inside the classroom. It also stresses students having a voice in their own education, and that teachers should now be collaborating with students in creating 21st century classrooms. This article gives suggestions for how teachers should help students take advantage of digital tools to educate themselves, and how to utilize technology to better their instruction. It suggests more radical ways to integrate technology. Using this information, I will be able to provide interesting, more revolutionary proposals in the section of my presentation about tips for teachers in engaging digital natives in the classroom. It will also help me to define digital natives, and compare and contrast digital natives and digital immigrants.

1. **Rosen, L.D. (2011). Teaching the igeneration. *Educational Leadership*, *68*(5), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Teaching the iGeneration” defines past generations, beginning with the Traditional or Silent Generation in 1925, and ends with the iGeneration in 1990. It supplies characteristics of individuals who are a part of the iGeneration, and outlines clear differences in what each generation does with its technology. Suggestions are given for how schools need to respond to the iGeneration. The article takes the approach that classrooms need not throw away all old practices in order to digitize, but to use technology to more powerfully and effectively convey content. This article will be useful in my research as I define the iGeneration and compare it to previous generations. This article does not call for radical educational reform, but rather to refocus our practice to utilize the technology that kids love. I will be able to use their suggestions in the section of my presentation about tips for teachers in engaging digital natives in the classroom.

1. **Bennett, S., Maton, K., & Kervin, L. (2008). The 'digital natives' debate: a critical review of the evidence. *British Journal of Educational Technology*, *39*(5), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“The ‘digital natives’ debate: A critical review of the evidence” addresses issues within the digital native debate. It is claimed that, currently, there is a new generation of students that the traditional classroom is unprepared for, and that an education reform is necessary. The article analyzes the debate, and likens it to a “moral panic.” It will aide me in my research because it provides an alternative, more measured point-of-view in regards to the digital native debate. It challenges the idea that an education reform is needed at this time, and states that what is necessary is theoretically informed research. The article questions main claims made about digital natives, and answers questions about what is the same and different about digital natives compared to previous generations. The information provided will help me to define digital natives, while at the same time, taking care not to make grand assumptions about the technology adeptness of all students in our education system.

1. **Rosen, L. (2010). Welcome to the igeneration. *Education Digest: Essential Readings Condensed for Quick Review* , *75*(8), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Welcome to the iGeneration’ identifies similarities and differences between the digital natives (Net Generation and iGeneration) and earlier generations of individuals regarding their daily use of media and technology. This article is useful for my research because it details specific technology use trends of children of various ages (from pre-K to high school graduate students), such as the amount of time they spend using various digital tools on a daily basis. The research gives me actual numbers, which I can include in graphs or other visuals in my presentation. I can include this information in the section of my presentation where I define digital natives, because it gives concrete statistics regarding their technology usage.

1. **Ferriter, W.M. (2011). Good teaching trumps good tools. *Educational Leadership*, *68*(5), Retrieved from www.badgerlink.net**

“Good Teaching Trumps Good Tools” challenges the perception that success in the 21st century is dependent upon the use of specific digital tools. It suggests ways that technology can be incorporated successfully into the classroom, and the benefits of effective use. The article’s main point is that good instructional design overrides good digital tools, and that when considering integrating technology, educators should focus on the instructional skills that the technology is designed to support instead of on the specific digital tool. This article will be useful for my project because it highlights skills that 21st century students should possess, and states how teachers can utilize technology tools to engage and teach their digital natives necessary skills for the future.

1. **Dessoff, A. (2010). Reaching digital natives on their terms. *District Administration*, *46*(4), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Reaching Digital Natives on their Terms” is an article about creating a classroom environment that is both student-centered and technology-rich. The article addresses Barack Obama’s Educate to Innovate Program and other national technology initiatives. One highlight of this article is that it attempts to explain current teacher mindsets in regards to technology, and why these mindsets have fostered. It states that teachers teach the way that they were taught themselves, and that the problem is that while they know how to use certain technologies, they are unsure of how to integrate it into their curriculum. This information will be helpful in the section of my presentation devoted to tips for teachers in engaging digital natives, because the first step of technology integration into the classroom is having the right frame of mind to do so.

1. **Oblinger, D.G., & Oblinger, J.L. (2005). *Educating the net generation*. Retrieved from http://www.educause.edu/educatingthenetgen**

“Educating the Net Generation” is a book that addresses implications for schools and teachers for teaching digital natives. The book has chapters devoted to many different issues in the digital native debate, such as defining digital natives, characterizing their learning and social preferences, key factors for technology implementation, student perspectives about technology, and a description of how students use technology. It gives suggestions for changes in teaching methods, building/classroom/learning center design, teacher training and inservice, and curriculum. This book will be useful to my research because it is a compilation of information about all the different topics that I would like to address within my presentation: defining digital natives, describing their characteristics, and tips for teachers to engage these students.

1. **Herther, N.K. (2009). Digital natives and immigrants. *Online*, *33*(6), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Digital natives and immigrants” defines the word “generation” and addresses the similarities and differences between digital natives and digital immigrants. It describes how the adoption of technology by the iGeneration and others is linked to brain development. Data shows that persons who are adept at using technology tend to have greater brain engagement while using it as compared to their technology-naïve counterparts in the same situation, and compared to reading printed text. In addition, when retested at a later date, the digital naïve cohort had rapidly adapted to the external experience of having used the particular digital tool, and had developed brain neural circuitry similar to the experienced web searcher. Two conclusions can be drawn from this study. First, it seems that technology itself is not to blame for causing a generational gap or separating digital natives from immigrants, but rather it is an issue of experience and choice. Secondly, because there is little evidence that digital natives have any deep knowledge about the technology that they use, nor are they using it in unique ways to change our world, we can see that technology usage is increasingly changing its users. This article will be useful for my project because it suggests that students should not be considered digital natives just because they were born within a certain time period. Rather, as teachers, we need to examine their experience with technology before we can make determinations about how to effectively implement it in the classroom.

1. **Smith, G. (2011). A critical look at the role of technology as a transformative agent. *THEN: Technology, Humanities, Education & Narrative*, (8), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“A critical look at the role of technology as a transformative agent” examines the position that states that technology has changed our students in such intense ways that it affects how they learn, and therefore educators must profoundly change the way we teach them. The article warns about hidden dangers of rushing into reform, such as wasting time and money and damaging the relationship between teachers and students by creating an artificial divide. It states that today’s challenge is not teaching qualitatively different students, because all learning physically changes the brain, but is the same challenge as it has always been, which is to engage students in meaningful ways. Technological advances have simply provided us with new ways to do the same old things, and therefore should be implemented into the classroom to do just this: make gaining information and communicating with peers a more powerful experience. This article will be useful for my project because it suggests that technology has transformed people culturally, such as what they are interested in and how they behave, but questions if technology has changed students in ways related to the way that education should be structured, such as they ways that they think.

1. **Jayson, S. (2010, February 10). 'igeneration' has no off switch. *USA Today*, Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“iGeneration has no off switch” is a news article that details the work of psychologist Larry Rosen. Rosen defines past generations, and notes the increasing rapidity of generational change. He identifies 13 distinct iGeneration traits, including ability to multitask, early introduction to technology, need for immediacy, and expectation for individualization and innovation. However, Amanda Lenhart, senior research specialist with the Pew Internet and American Life Project notes that there are also kids that are not connected with technology, and it is important to recognize the variations. This article will be useful for my project because it will help me to define the generation of digital natives as well as their characteristics.

1. **Prensky, M. (2008). The role of technology in teaching and the classroom. *Educational Technology*, Retrieved from** [**www.marcprensky.com**](http://www.marcprensky.com)

In this article, Marc Prensky defines a single comprehensive statement of the role of technology in the classroom. The basic direction of teaching is away from the old pedagogy of “telling” to the new pedagogy where the role of the educator is a mentor as students construct their own knowledge. The role of technology in the classroom is to do nothing more than to support this new educational model. Prensky states that the pedagogy of students teaching themselves had not become mainstream in the past because the tools to make it a reality were not good enough. Today’s technologies, such as the Internet, have the capability to support this type of learning because they allow students to learn independently. This article will be useful for my project because it provides advice for teachers about how to engage digital natives, with the crucial step being that educators resist the old methods of lecturing and move toward the new paradigm. If this happens, technology can naturally become commonplace in the classroom.

1. **Prensky, M. (2005). Engage me or enrage me - what today's learners demand. *Educause Review*, Retrieved from** [**www.marcprensky.com**](http://www.marcprensky.com)

“Engage me or enrage me” identifies three kinds of students: students that are truly self-motivated, those who go through the motions, and those who “tune us out.” Due to living in a media, communication, and creative opportunity-rich environment, students expect to be constantly engaged. When educators fail to do this, the kids become enraged, which continually helps expand the number of the third type of students. Prensky feels that today’s kids are challenging their educators to engage them on their terms, even if it is with the standard curriculum. This article will be helpful to my project because it gives advice to teachers for how to engage the learners in their classroom, which is by making the choice to create and implement a digital game-based curriculum that empowers students to make choices and create their own personalized identity while learning.

1. **Helsper, E.J., & Eynon, R. (2010). Digital natives: where is the evidence?. *British Educational Research Journal*, *36*(3), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Digital natives: where is the evidence?” takes a critical look at the concept of generational differences as the cause of wide gaps in abilities to engage with technology. First, characteristics of digital natives are given. Then, through a nationally representative survey, it is found that generation is only one predictor of advanced interaction with the Net (or being considered a digital native). Other factors include breadth of use, experience, gender, and educational levels. The primary conclusion that is drawn is that adults are able to become digital natives through experience and by gaining the skills necessary to interact with information and communication technologies. This article will be useful for my project because it suggests that being a digital native does not necessarily happen by being born in a certain time period. Also, by listing other known factors, it gives evidence to suggest that not all students are digital natives. I will use this research to inform teachers that the choice to completely digitize their classrooms is not the one right answer for teaching and engaging their students, because these young people are not a “homogeneous generation of digital children.”

1. **Lusk, B. (2010). Digital natives and social media behaviors: an overview. *Prevention Researcher*, *17*. Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

This article’s goal is to outline various areas of digital natives’ use of social media. It lists different types of social media such as social networking sites and content sharing, as well as the frequency of each type’s use. Many benefits of social media for youth are explained, such as for inclusion, support, and access to sensitive health related topics. However, although there are multiple positive aspects of social media, there are also many concerns that are addressed. This article will be useful for my project because it gives specific data about patterns of digital natives’ behavior while engaging with social media, which will help me to define their characteristics.

1. **Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, *9*(5), Retrieved from** [**www.marcprensky.com**](http://www.marcprensky.com)

This article compares and contrasts digital natives and immigrants. It lists characteristics of digital natives, such as being used to receiving information rapidly and preferring graphics before text, and gives specific examples of digital immigrant “accents,” or mistakes that people who are not Net savvy make while attempting to use technology. Prensky claims that today’s learners are different, and that in order to educate them, teachers must reconsider their methodology and content. This article will be useful for my project because it gives tips for teachers in inventing digital native friendly curriculum for all subjects and levels, primarily through the use of computer learning games.

1. **Prensky, M. (2001). Digital natives, digital immigrants, part ii: do they really think differently?. *On the Horizon*, *9*(6), Retrieved from** [**www.marcprensky.com**](http://www.marcprensky.com)

In this article, Prensky argues that, based on research in neurobiology, external stimulation actually changes brain structures and affects the way people think, and that these transformations can occur throughout life. The concept of the brain constantly reorganizing itself based upon the input it receives is called neuroplasticity. A digital native’s brain has never been directly observed to see whether it is physically different than others. However, it is certain that the combination and intensity of thinking skills such as visual-spatial skills, attentional deployment, inductive discovery, and other skills enhanced by repeated exposure to digital media is. This article will be useful for my project because it defines characteristics of digital natives, explains specific ways in which these students are different than other generations, and suggests digital game-based learning as a remedy for engaging students.

1. **Toledo, C.A. (2007). Digital culture: immigrants and tourists responding to the natives' drumbeat. *International Journal of Teaching and Learning in Higher Education*, *19*(1), Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

The purpose of “Digital culture: immigrants and tourists responding to the natives’ drumbeat” is to define digital natives and immigrants and list descriptions of behaviors that differentiate digital native learners and the digital immigrant teacher. Applications for the classroom are suggested, and include more than just using more technology. Rather, they encourage making changes to the design of the learning task and access to various technologies outside the teacher’s comfort level. A resource table is provided, which gives specific suggestions for teachers on how to move from print or oral to digital. This article will be useful for my project because it challenges the digital native and immigrant notion, states that not all students are interested in immersing themselves in technology, and explains that the tendency to do so is a function of interest and exposure to technology, not age. It encourages educators not to pigeonhole people into specific categories, and rather to determine the level of knowledge and ability toward various technologies prior to redesigning learning environments.

1. **Gorra, A., Finlay, J., Devlin, M., Lavery, J., Sheridan-Ross, J., Charlton, T., Boyle, R., & Neagle, R. (2010). Learning with technology: what do students want?. *Proceedings of the International Conference on e-learning*, Retrieved from** [**www.badgerlink.net**](http://www.badgerlink.net)

“Learning with technology: what do students want?” presents the results of a study that investigated which technologies are preferred by students to support their learning. They do not argue for or against the existence of digital natives, but claim that technologies have been a key tool that allows students to access learning on demand, at their own pace, and wherever they are. Through this study, it is found that students value choices for learning, but the majority still prefer to conduct their learning in traditional ways. This article will be useful for my project because it emphasizes that, while we want to engage students, it is important to not make assumptions about the way students want to learn, and to use sensitivity and discretion to identify appropriate uses of technologies in the classroom.

1. **Prensky, M. (2010). *Teaching digital natives: partnering for real learning*. Thousand Oaks, CA: Corwin.**

The book, “Teaching digital natives: partnering for real learning” tackles the question, “how do we teach today’s students?” It outlines what today’s students want, and through its practical suggestions for reaching and teaching all students in the classroom, acknowledges that not all students are digital natives. Some suggestions by Prensky are that teachers need to partner with their students, see students differently, set up the classroom to facilitate partnering, learn about students’ interests and passions, and make content real, not just relevant. This book will be useful to my research because it is a compilation of information about all the different topics that I would like to address within my presentation: defining digital natives, describing their characteristics, and tips for teachers to engage these students.

Teach tech adeptness, integrate the tech that they love but teach them how to use it in an academic setting.